

FACILITATOR INSTRUCTIONAL MODULE 9

FACILITATOR GUIDE



FIM 9:

CONSTRUCTIVE
CONFLICT
RESOLUTION:

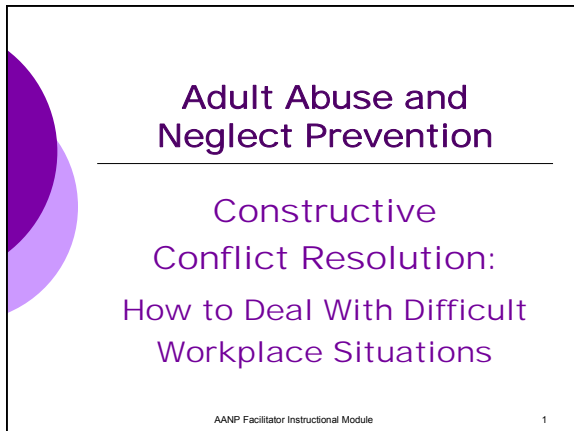
HOW TO DEAL
WITH DIFFICULT
WORKPLACE
SITUATIONS



AANP
2007

FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

HOW TO DEAL WITH DIFFICULT WORKPLACE SITUATIONS



LEARNING OBJECTIVES:

By the end of this Module, participants will be able to:

- Identify effective methods to deal with difficult behaviors in the workplace

INTRODUCTION:

This module offers employees skills and approaches for effective and constructive ways to resolve conflict with supervisors, co-workers, clients and families. Conflict in our lives is inevitable, and likely in the workplace. A full-time staff person spends more hours with her co-workers than with her family. Therefore, it is important to arm staff with constructive techniques for managing conflict in a healthy way. Constructively managing conflict can lead to personal growth and strengthened relationships. However, staff cannot be expected to constructively resolve conflict if they have not been taught the necessary skills.

NOTE:

This module offers four steps to de-escalation and conflict resolution. The first step in effective conflict resolution is to practice active listening. Module 8 discusses the benefits of active listening as well as offering a step-by-step guide to incorporating active listening with clients, co-workers, and friends. Due to time constraints, Module 9 cannot adequately cover the process of active listening. Facilitators are strongly encouraged to teach Module 8: Active Listening with these participants prior to Module 9. In the event this is not possible, please allow an additional 20 minutes to your session to review active listening.

PREPARATION:

Arrange the room so each participant can see the trainer and other participants

INSTRUCTIONS:

Warmly welcome participants to the session, and say the title.

TIME:

5 minutes for the title page welcome and review of the session goals

FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

LEARNING TECHNIQUES

This module uses several learning techniques: team brainstorming, role plays, self reflection, and group processing.

OUTLINE

The module is 70 minutes. It is divided into four parts:

- Group warm up activity
- Constructive conflict resolution discussion
- Small group activity scenarios
- Wrap up


SUPPLIES:

- Flip chart and markers
- LCD projector and computer
- Screen or wall space
- PowerPoint slides
- “Do You Know?” handout
- Activity scenarios

INSTRUCTIONS:

Review the session goals with the participants. Answer any questions that are raised at this time. Explain that all work lives involve conflict – with clients, co-workers, supervisors, family members and others. How well we handle those conflicts enormously affects the quality of our relationships and our satisfaction with our job. Knowing how to handle conflicts constructively is a key way to reducing stress within ourselves and with others. It can be an incredibly powerful tool in helping prevent abuse and neglect.

NOTES:



Session Goals

- To expand our understanding of conflict and its role in abuse and neglect.
- To learn more about controlling our own emotions, handling criticism and resolving conflict.
- To identify effective methods to help us to de-escalate tension and deal with difficult workplace behaviors and situations.

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2

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NOTE:

This module begins with a group warm-up. A group warm-up is like an icebreaker. It is an opportunity for participants to get to know each other, get comfortable sharing with one another, and to get acquainted with active participation in the session. Prior to the session, copy the “Do You Know?” quiz so there are enough copies for the teams.


TIME:

10 minutes for slides 3 - 5

INSTRUCTIONS:

Explain that a group warm-up, like an icebreaker, is an opportunity to get to know each other. Have each person partner with the person next to him/her. If there is an odd number, have three people work together. Explain that this team will have a “30 second handicap” [30 seconds added to their score at the end of the exercise]. Have each team introduce themselves and create their team’s name by using their initials – e.g. S & T for Sandy and Tony. List these initials down a left hand column of the flip chart.

“Do You Know?” Quiz




- Join your partner
- Introduce yourselves to us by your first names’ initials – e.g. “The J-T Team!”
- When instructed, flip over your tests, read the questions to each other, and agree on an answer. Answer as many as you can.
- The first team to answer the most questions correctly in the least time wins a prize!

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3

“Do You Know?”



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4

INSTRUCTIONS:

Explain that you are about to give them a **timed** quiz. The first team to answer the most questions in the least amount of time gets a prize. [This can be as simple as a card that awards them an extra 10 minute break when presented to a supervisor or a free meal.] Instruct the participants to read the instructions, “read each question carefully and reach agreement with one another on an answer.” Explain that they have no more than four minutes, and they are to raise their hands when they finish. You will be recording the time they complete the test on the flip chart. Pass out

the test upside down and tell them you are trusting them not to “peek” until all have their tests and you say, “Go.”

Say “Go” and remind them to raise their hands when they are finished. Note the start time.

Write two more columns on the flip chart – time and number of correct answers. Invite teams up as they finish and note the time they turned the test in.

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Do You Know...

1. Yes. They also have a 3rd and a 5th of July
2. 1 per year
3. You have to light the match first
4. All months have 28 days
5. Half-way because then he is walking out
6. In God We Trust
7. 9 or 17 (8 of them would be dead)
8. None. Noah was on the Ark not Moses
9. White. It was built on the North Pole. (Or bear colored)
10. 50 cent piece and a nickel. The 50 cent piece is not a nickel.

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5

NOTES:

This slide is a “fade in.” You will have to do a mouse click to bring up each bullet point to review the answers to the quiz.

INSTRUCTIONS:

Call time at four minutes, and write “4” for the time of all teams who have not turned in their tests. Have each team give their papers to another team. Have each team reveal the score for the team they graded. Write these on the flip chart. Award the prize to the team with the MOST RIGHT ANSWERS in the LEAST AMOUNT OF TIME.

DEBRIEF:

Ask the participants how they worked through the “right” answers with each other. To stimulate conversation, you may ask, how many disagreed about answers. Did anyone jump to the wrong conclusion and try to persuade his/her partner to go along with the answer they proposed. Did any team get into an argument? How did they handle and resolve it?

Drawing on the answers to these questions above, discuss how readily we can get into conflicts and disagreements with each other, and how many ways there are of resolving them – for better or worse.

TIME:

10 minutes for slides 6 – 11

INSTRUCTIONS:

Write the word “CONFLICT” at the top of the flip chart. Invite everyone to brainstorm what conflict means to them – both positive and negative. Flip chart the list. Words that are likely to be suggested include: fighting, anger, yelling, hurt, tension, cursing, trouble, disagreement, and punishment.

Positive words may include: clearing the air, resolving disputes, energy, release, and hearing each other’s point of view.

If participants have difficulty coming up with positive words, ask if anyone has ever had a conflict that had positive outcomes and explore with them what happened as a result of the conflict. Give an example from your own life if possible. Highlight the resolution that was beneficial to both parties involved.

What Does Conflict Mean to You?



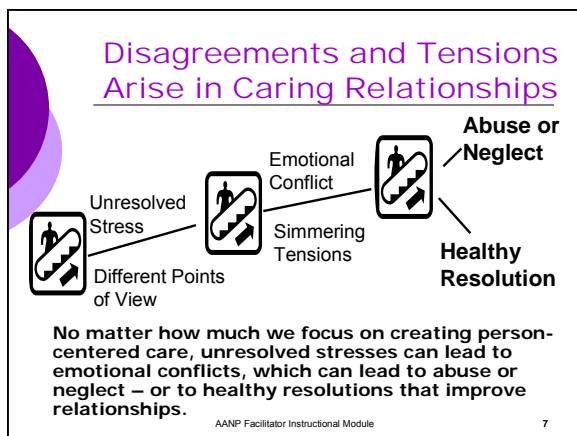
○ What words come to mind when you think of conflict?

○ Can you think of any positive words you associate with conflict?

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6

FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION



INSTRUCTIONS:

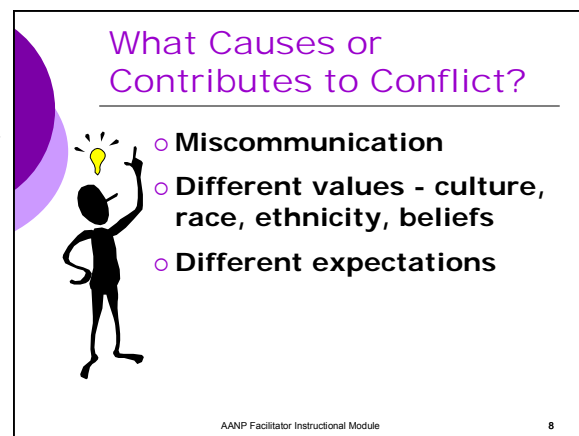
Read the slide. Explain that this is a diagram of how little things can grow and grow until they get to the point that the issue cannot be avoided (like moving up an escalator). Validate that tensions and disagreements are bound to arise in even the most caring of organizations. Unresolved stress and different points of view over anything in life – past or present, home or work – can lead to disagreement. Disagreements may lead to explosive emotions. Explain that the best abuse prevention is to recognize our stresses and to resolve them before we and others reach the trigger point, the point at which abuse or

neglect occur. The next best abuse and neglect prevention strategy is to constructively and effectively handle conflicts as they occur.

INSTRUCTIONS:

Explain that there are as many causes of conflict as there are people, and probably many more. In this slide and the next, you will be covering some broad categories.

Many conflicts are due to **miscommunication**. For example, I say one thing and it may not be exactly what I meant (you may ask for a show of hands of people who can think of times words came out of their mouths all wrong. Most people will raise their hands – and you can raise your own). What we hear is interpreted by our own perceptions, needs, and current preoccupations. Ask the participants to think of a time when they misinterpreted what someone said. From point A (the speaker) to point B (the listener) there is a lot of room for distortion and misunderstanding. Perhaps the speaker did not say it the best possible way. Perhaps the listener reacted to a word that means something different to that person, or may have only heard half of what was said.




Invite participants to think of how easy it was for them to misinterpret the sentence with Moses and the Ark.

Different values – In our workplace, values may be based on generational differences. Conflicts arise when the generations clash about “the right way” to do something. The same can happen when people of different religions, cultural backgrounds and races have different views about how to behave and act, and what’s true about the state of world.

Different Expectations – Many conflicts arise at work because people aren’t clear what is expected of them. We cannot expect employees to be successful if we do not clearly outline expectations. Sometimes differing expectations occur between co-workers. One person expects a task to take 10 minutes, and the person doing the task takes 20 minutes because, in addition to the task, she is building relationships with the client.

FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

What Causes or Contributes to Conflict?



- Different objectives
- Different ways of doing things
- Different personalities

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9

INSTRUCTIONS:

Continue reviewing what causes or contributes to conflict.

Different Objectives – When reporting for duty, each employee has his/her own agenda for the day. Some are focused on getting the work-day over with and heading home; some care most about socializing; and some want the satisfaction of providing great care to clients... These different focuses can create tension and conflict.

Different Ways of Doing Things – To illustrate, pick a common landmark in the area, such as a shopping mall. Ask one participant how to get there. Then ask if anyone else has another route. Ask which is best. Then highlight that different does not mean wrong. Both routes get to the same place.

Different Personalities -- Ask if anyone can think of a certain type of personality that pushes his or her buttons. Invite a few answers and then ask, “Are these personality types similar to yours, or very different?” The type of personality that gets on our nerves is likely to be a bit different for all of us. It is important to realize that our personality type is likely to get on someone else’s nerves as well.

NOTES:

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FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

INSTRUCTIONS:

Explain that in addition to the reasons on the preceding slide, conflicts can arise because of the conditions at work. For instance, if a worker does not have enough training to know how to successfully perform his job, this can cause the worker stress and can cause anxiety for those who rely on his care. These conditions can lead to interpersonal conflict. Invite participants to give one or two examples from their own work lives, and have a story of your own to offer as an example.

It might be a worker feels frustrated about having too much work to do or not having the right supplies and equipment to do his/her job properly and loses his/her temper with a co-worker or other person around them. Ask if anyone has an example from their work lives.

Acknowledge that other pressures can also create conflict in the work place. Ask if anyone has ever experienced conflict when someone has called in sick and he/she is asked to work longer hours, or times he/she felt there was more work to do than could possibly get done. Keep the tone light and sympathetic, and acknowledge these conditions can create stress for everyone.

Ask participants if they have days when clients became suddenly ill or died which caused them stress and pain and led to difficulties with others at work. Discuss how hard it can be to keep going when these difficult events happen.


What Causes or Contributes to Conflict?

At work...

- **Lack of information, skills and/or supports**
 - Trying to handle tasks and situations without adequate training or supplies
- **Surrounding Pressures**
 - Staffing and scheduling issues
 - Crises and loss in client lives
 - Stress that we bring into situations from influences unrelated to them

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What Causes or Contributes to Conflict?



AANP Facilitator Instructional Module 11

INSTRUCTIONS:

Finally, ask participants if they have days when stresses in their lives have just left them with short fuses, and they have been more inclined to get into conflict at work. Invite an example.

Wrap up this discussion by acknowledging that everyone has to cope with challenging people and times in their lives. Highlight that this is why it is so important to have strategies and skills that help us manage our own feelings and interact positively with others, even during trying times. Also note how important it can be to understand the un-

derlying causes of conflicts in order to resolve them constructively and to not take them personally. The tools being covered today will help ensure that we learn these underlying causes through active listening and dialogue.

NOTES:

FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

Approaching Difficult Situations

Generally, we cannot control other people, only ourselves – *when we decide to!*

To handle potential conflict situations well, we need to...

- Decide what we *really* want – in the long run
- Think through what approach will be most successful
- Invest time to develop our skills and achieve what we want



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12

TIME:

2 minutes to cover this slide

INSTRUCTIONS:

Present the first point with humor. You may ask all those who wish they could control others in their lives to raise their hands. Then ask all those who have been really successful at that to raise their hands. Chances are that the first question will get almost everyone to raise their hands, and most hands will go down with the second question. We can achieve the greatest success by focusing on controlling our-

selves; this takes effort, active intentions and life-long practice.

Explain that the next segment of the session will focus on giving staff tools for handling potential conflict situations more constructively and effectively. To handle conflict well we need to:

- Decide what we really want in the long run
- Think through what approach will be most successful
- Invest time to develop our skills and achieve what we want

TIME:

8 minutes for this slide which includes the pair and large group discussion

INSTRUCTIONS:

Have people pair up with the person on the other side of them from the one with whom they did the quiz.

Instruct the pairs to answer the three questions on the slide and discuss their responses with one another. Give them four minutes to discuss. Ask for highlights for each question. Emphasize that each person has unique ways of handling conflict – and so each of us will have different issues that we may want to work on. However, the goal for all of us is the same – to resolve our concerns as much as possible and to do that in way that builds and maintains positive relationships with others.

Thinking of Our Conflict Strategies



- **How do you tend to handle conflict?**
 - Avoid it?
 - Let it simmer until it explodes?
 - Avoid it, but become passive aggressive?
 - Address issues quickly and openly?
 - Jump in aggressively?
- **How successful is your approach?**
- **What would help you handle conflict more effectively?**

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13

FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

Steps to De-escalate and Resolve Conflict



1. Use active listening skills. Acknowledge the other person's point of view.
2. Think before you speak.
3. Respond constructively and state your position.
4. Propose a negotiation.

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14

TIME:

1 minute for slide 14

INSTRUCTIONS:

Explain that we are now going to review four skills or strategies that can help us de-escalate and resolve situations where one or more people have been “triggered,” and the situation is, or could quickly become, dangerous. These skills will help us contribute to making our work place free of abuse or neglect because we are supporting people in getting their needs met and their points of view understood.

Explain that we will cover in detail in the next slides how actively listening, thinking before we speak, responding constructively, and proposing a negotiation helps to de-escalate and resolve challenging situations.

Explain that you will be emphasizing the belief that there is no such thing as winning an argument. There is only winning an agreement that addresses everyone's concerns and builds a good relationship.

NOTES:

Slides 15 - 19 are to be included if participants have not attended Module 8 on active listening. Please note, reviewing slides 15 - 19 will add an additional 15 minutes to the presentation. If participants have attended a session on active listening, spend 2 minutes reviewing slides 15 - 19 as a reminder of what was previously discussed.

INSTRUCTIONS:

Highlight how important active listening is to conflict resolution and relationship building. We cannot meaningfully resolve a situation unless we really understand the point of view of the other person, and they know we have understood. It is important to take the time to really hear what the other person is saying. Active listening is a skill many of us have not consciously developed. It requires discipline and practice to become a great listener. Practicing the four tips on this slide help us become better listeners.

NOTES:

#1 – Active Listening Calms the Waters

- Encourage the other to talk fully
- Ask clarifying questions
- Pay attention to body language
- Paraphrase what they've said to ensure understanding

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15

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INSTRUCTIONS:

Explain how revolutionary it is to give others the space and time to talk – especially in tense and conflict-filled situations. Though it may at first feel scary, giving time and space can have enormous power to calm emotions. Discuss the importance of drawing people out with open questions that show you are genuinely interested in and curious about what they have to say. Emphasize how asking leading questions can be damaging because they are meant to get the other person to tell you what you want to hear – not what is important to them. Initially, it is most helpful to suspend our judgments and conclusions, and gather information. We cannot know the outcome of a conflict when it starts because we don't know enough about the other person's perspective, and we need to.

#1 – Active Listening Lets the Other Person Talk

- **Encouraging the other person to talk can calm things down and uncover insights into possible resolutions**
- **Ask open questions about their point of view to draw them out**
 - What's most upsetting you?
 - What could I do that would relieve this situation?
- **Remember:** Their perception *is* their reality

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16

1 – Active Listening Uses Body Language

- **Consciously relax your body to calm yourself down.**
- **Use your body to show that your attentive – lean in, make eye contact, nod, etc.**
- **Identify the emotions the other person's body language suggests. Ask if they are feeling what you see.**

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17

INSTRUCTIONS:

Note that as much or more than 65% of what we communicate is with our body language. We can learn a lot by paying attention to our own body language as well as the other person's body language.

Paying attention to our own body language can help us be aware of our own feelings. Consciously choosing to relax our face or arms can be one way to calm ourselves down and, therefore, calming the person we are talking to as well. Also, by using our body to reinforce how much we are paying attention to the other person, we can help ourselves listen and build a positive connection with the other

person.

Being aware of the other person's body language can help us learn what the person is feeling. We need to ask ourselves if the person's body's message is consistent with what is being said. Ask participants for examples of times when someone's body language communicated a different message than their words. An example is when one agrees to do something through clenched teeth. Demonstrate this example.

Point out the last bullet and explain that by naming what you see in the other person's body and asking if your perception is accurate, you can check for understanding and show the person that you are "listening" to even more than their words.

12

2 – Think Before You Speak:
Plan Your Response

- **Pause before responding.** Take a deep breath or use self-talk to gain emotional control
- **Ask for a time out** before talking if your emotions are strong enough that you *cannot* pull back
- **Identify strategies** that will help you remain professional



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20

TIME:

3 minutes for slides 20 - 21

INSTRUCTIONS:

Each of us has to find ways to take care of ourselves so we can plan how to handle situations that push our own triggers. Ask participants for strategies they use to gain emotional control in conflict situations. Responses might include: taking a deep breath, counting to ten, taking a break, praying, or using self talk, such as “I want a positive resolution, even though I’m angry right now.”

INSTRUCTIONS:

Walk the participants through the questions listed on the slide. Thinking through the questions on this slide can help us prepare for potentially difficult interactions and be ready to give our best. If our desired outcome is to win the argument, relationships may suffer and the conflict will not be resolved.

2 – Think Before You Speak:
Prepare Yourself

- **What do you want the outcome to be, in the long-run, regarding this issue *and* the relationship?**
- **What strengths of yours do you want to draw on in this interaction?**
- **What tendencies that get in your way would you like to overcome?**
- **What is your plan for handling this well?**

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21

NOTES:

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NOTE:

Prior to the session, locate the jumping to conclusions scenario to read to the participants.

TIME:

7 minutes for slides 22 – 28

INSTRUCTIONS:

The way we speak to others may be a reflection of how we have been spoken to throughout our lives. Perhaps someone spoke to us in an accusatory or threatening tone and that is the communication style we now exhibit. These learned tones of communication may not be the most effective at resolving issues and building relationships. We want to speak in ways the other person can hear, hopefully with some sympathy. Here are some characteristics of effective responses:

○ Looks for common ground – to address your own and the other person's concerns

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Avoids jumping to conclusions. Introduce this bullet by reading one of the scenarios listed on the next slide notes. Choose the scenario that best suits your setting.

The scenario is an example of Not Jumping to Conclusions. Highlight how this could have been avoided if others had been using active listening skills and engaged Sara in conversation.


NOTES:

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3 – Respond Constructively: Consider Your Words

An Effective Response ...

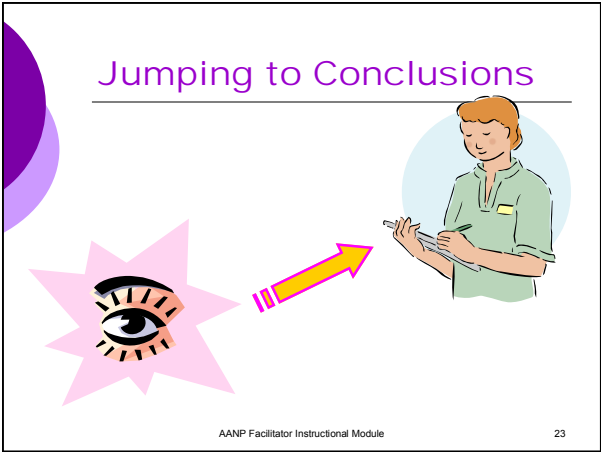
- **Avoids jumping to conclusions**
(Read scenario)
- **Is not defensive**
- **Does not blame others**
- **Looks for common ground** – to address your own and the other person's concerns



A yellow diamond-shaped sign with a black border and three interlocking gears in the center, symbolizing a warning or a specific instruction.

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22



INSTRUCTIONS:

Read the scenario most applicable to the group.

1. Sara is a quiet DAS who keeps to herself and doesn't socialize with others on the job. One day, others notice that she's on her cell phone every 20 minutes, and she's being clumsy in her tasks. Three hours into the shift, one of the clients she cares for gripes to Gail, another DAS, that Sara hasn't even bothered to visit her and help her with her shower. Gail, the DAS, reports to the supervisor that Sara is neglecting her clients and flaking off on the phone. As Sara walks by, the supervisor calls her over and says, "I understand

you're having trouble with your work today." Gail jumps in, "Yeah! What's the matter?! I shouldn't have to take care of your clients! Why can't you do your job?" Sara apologizes awkwardly and says she'll take care of everything. Gail is not satisfied and insists, "Oh yeah, does that mean you're not going to spend the whole day on the phone too?!" Sara looks panicked, with tears held back in her eyes, "My Mom's dying and I have to know what's happening with her, but I can't afford to miss work."

2. Sara is a quiet DAS who keeps to herself and doesn't socialize with the families and other care givers on the job. One day, the client and her friend notice that she's on her cell phone every 20 minutes, and she's being clumsy in her tasks. After a rather non-productive hour, the client she cares for gripes to Gail, her daughter, that Sara hasn't even bothered to help her with her shower. The daughter calls Sara's supervisor to report that Sara is neglecting her clients and flaking off on the phone. The supervisor asks the daughter to please put the phone on speaker and bring Sara to the phone. Once Sara is listening too, the supervisor says, "I understand you're having trouble with your work today." Gail jumps in, "Yeah! What's the matter?! My mom shouldn't have to wait! I am not here to take care of her – you are! Why can't you do your job?" Sara apologizes awkwardly and says she'll take care of everything. Gail is not satisfied and insists, "Oh yeah, does that mean you're not going to spend the whole day on the phone too?!" Sara looks panicked, with tears held back in her eyes, "My Mom's dying and I have to know what's happening with her, but I can't afford to miss work."

NOTES:

3 – Respond Constructively: Consider Your Words

An Effective Response ...

- **Avoids jumping to conclusions**
(Read scenario)
- **Is not defensive**
- **Does not blame others**
- **Looks for common ground** – to address your own and the other person's concerns



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22

INSTRUCTIONS:

Review the remaining bullets relevant to responding constructively.

Is not defensive. When we become defensive, it actually distracts us and the other person from the issue that has to be resolved and forces us to focus on relieving our feelings. If we can look for the underlying cause of the conflict situation and address those causes, we will be much more effective.

Does not blame others. When we blame others with our words, we are escalating negative emotions and putting a wall between us. This

sabotages our ability to reach a resolution. The more we can keep the focus on the issues, the better chance we have of succeeding in achieving a positive outcome.

Looks for common ground. Once we've exerted the effort to actively listen and understand the other person's perspective, we can see how their needs and ours overlap. This gives us a bridge, a place to start building a resolution

INSTRUCTIONS:

Note that, as was covered on the last slide, when we avoid blaming others, we can dramatically reduce potential conflict. Using "I" sentences helps us avoid blame and keep the exchange open and respectful. Using "I" messages also help us openly share own emotions and take responsibility for them. Beware, starting with "I" and ending with a blaming statement doesn't count – for example, "I think you're a rude, obstinate jerk!"

3 – Respond Constructively

○ Use "I" vs. "YOU" messages to attack the problem, not the person

- **"I" Messages** reflect an attitude that accepts responsibility for yourself and describes the other's behavior and its impact on you.

"I am upset about how you're behaving."

- **"YOU" Messages** place responsibility or blame on others for the current circumstances.

"You are behaving badly and provoking me!"

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25

3 – Respond Constructively

- **Reflect understanding** and "hearing" what the other is saying.
- **Handle in person.** Written messages carry the reader's emotion, not the writer's.
- **Avoid the word "but."** It takes away from what you just said, e.g.
"I understand you think this is wrong. Here's how I see it."

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26

INSTRUCTIONS:

Explain that, when tension is escalating, it can be difficult to speak up and affirm the other person's point of view. But this is a powerful de-escalation strategy. You can do by with paraphrasing and acknowledging what the other person has said.

Discuss how written messages often get misinterpreted by the receiver. Explain that written messages carry the emotion of the reader, not the writer and leave even more room for misinterpretation. Plus, written message create a permanent reference that the reader can go back to time and again. If they have not liked what

they read, this can be very damaging. It can be tempting in emotionally charged situations to communicate in writing, particularly email, but this is very risky.

FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

INSTRUCTIONS:

Explain that each of these four steps can create opportunities for de-escalation to occur and resolution to be attained. Collaborating to brainstorm possibilities engages the other person as a fellow-problem solver and helps them “own” any resolution. Determining the best solution together strengthens each person’s commitment to the outcome. Compromising, if necessary, allows one or both parties to show generosity. Cooperating to implement a solution can ensure real follow-up that addresses stresses.

4 – Propose a Negotiation That Addresses Both Points of View

- **Strive for a win/win –**
 - Brainstorm possibilities together
 - Reach agreement on the best solution
 - Compromise – give a little to get a little
 - Cooperate to implement the solution



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27

Remember...



- **Striving for a *win/win* does not mean:**
 - “I win....I win again!”
- **Together we brainstorm, reach agreement, compromise and cooperate for the good of all involved....that’s the win/win!**



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28

INSTRUCTIONS:

Use this slide as a wrap up to the four steps of constructive conflict resolution.

NOTE:

It is common during the use of scenarios and role plays for participants to focus on the wrong way to react. Often that is what is most familiar to them. Allow the participants to have fun with the activity and make sure they understand the ultimate goal is to think of positive approaches to the situation based on what has been discussed today.

TIME:

20 Minutes

INSTRUCTIONS:

Prior to the session, copy the activity scenarios to give a different scenario to each team.

Divide participants into 3 – 5 groups; optimal size per group is 3-4 persons. Give each group a scenario card, and explain that you want them to take 10 minutes to read the scenario together and identify strategies to resolve the situation constructively and effectively.



At the appropriate time, give a 1 minute warning.

Have each group report back providing an overview of the situation and offering conflict resolution techniques to resolve the issue.

Putting the Skills to Work

In your small groups:

- Read the scenario together
- Identify the skills and strategies needed to resolve the conflict
- Plan to report back to the group
- Take 5 minutes



AANP Facilitator Instructional Module

29

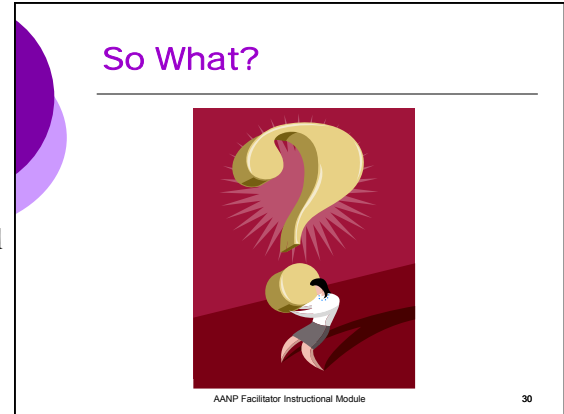
FIM 9: CONSTRUCTIVE CONFLICT RESOLUTION

TIME:

5 minutes for slides 30 - 31 including a written evaluation (if applicable).

INSTRUCTIONS:

Ask participants how using the constructive conflict strategies and skills covered in today’s exercises can help them eliminate potential abuse and neglect among clients. Invite a few responses. Allow for one or two responses.



INSTRUCTIONS:

Emphasize how important following the outlined steps to conflict resolution are to quality relationships. Review the steps:

- Use active listening skills. Acknowledge the other person’s point of view.
- Think before you speak.
- Respond constructively and state your position.
- Propose a negotiation.

Ask participants to go around the room offering one thing they will take away from this program that will help them resolve conflict with co-workers.

Thank them for actively participating in the activities of the session.

NOTES:



Acknowledgements

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- Continuing education credits may be available for nurses and other disciplines. Please contact your licensing body or the contact below for more information. At this time, credit may be available only to individuals participating in sessions utilizing an approved AANP Specialized Trainer. For more information, contact Cathy Macomber at macombe2@charter.net.

NOTES

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